



SC Annual School Report Card Summary

GREENBRIER ELEMENTARY

Greenville

Grades: PK-5

Enrollment: 846

Principal: Y.C. (Nicky) Andrews

Superintendent: Dr. Phinnize J. Fisher

Board Chair: Roger Meek

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

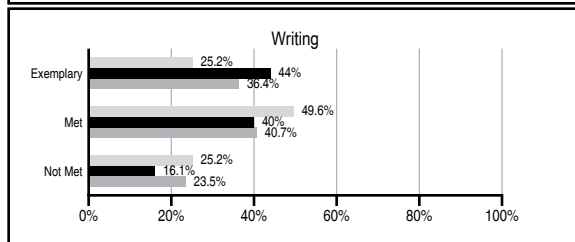
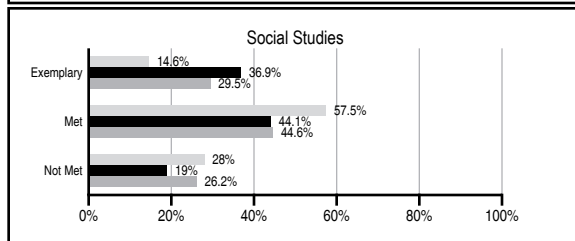
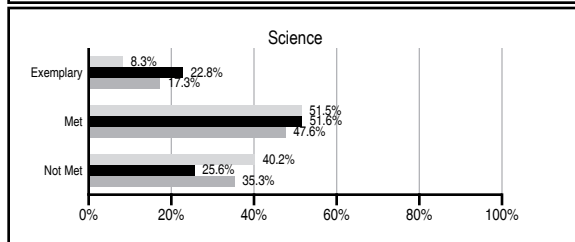
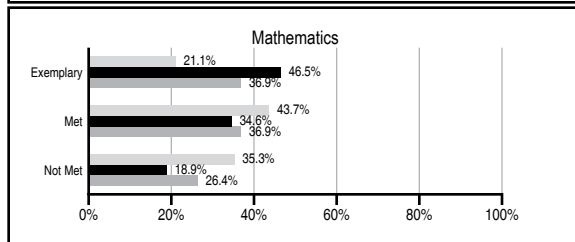
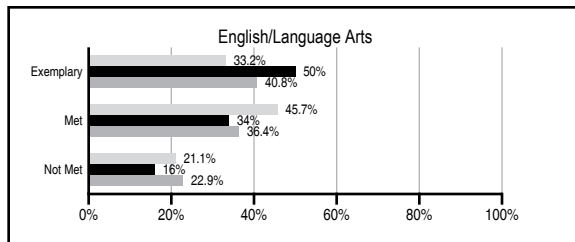
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
33	33	12	0	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

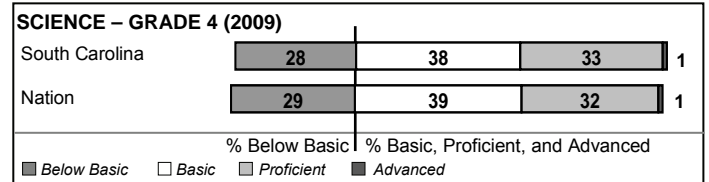
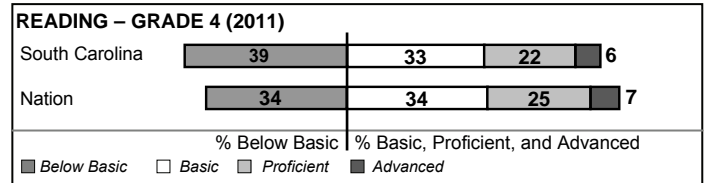
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

GREENBRIER ELEMENTARY [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=846)				
Retention rate	0.9%	Down from 1.1%	0.9%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.3%	96.2%
Served by gifted and talented program	11.3%	Up from 8.6%	20.1%	13.4%
With disabilities other than speech	4.0%	Down from 7.2%	3.4%	4.1%
Older than usual for grade	0.4%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	47.8%	Down from 49.0%	65.9%	62.5%
Continuing contract teachers	89.1%	Up from 83.7%	90.3%	88.2%
Teachers returning from previous year	91.2%	Up from 86.3%	89.9%	87.8%
Teacher attendance rate	93.6%	Down from 96.3%	95.0%	95.2%
Average teacher salary*	\$44,588	Up 0.5%	\$48,247	\$46,773
Classes not taught by highly qualified teachers	0.0%	Down from 1.5%	0.0%	0.0%
Professional development days/teacher	10.7 days	Up from 9.2 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 22.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 93.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,562	Down 4.5%	\$7,071	\$7,447
Percent of expenditures for instruction**	70.7%	Down from 71.5%	69.1%	68.4%
Percent of expenditures for teacher salaries**	69.6%	Up from 68.7%	66.8%	65.8%
% of AYP objectives met	86.2%	Down from 100.0%	94.9%	90.5%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	47	104	74
Percent satisfied with learning environment	95.7%	82.5%	76.7%
Percent satisfied with social and physical environment	97.9%	79.8%	91.7%
Percent satisfied with school-home relations	95.7%	86.4%	74.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenbrier Elementary: The School of Kindness focuses on a Whole Child approach to learning, teaching, and community engagement because a child who enters school in good health, feels safe, and is connected to their school is ready to learn. A student who has at least one adult in school who understands his/her social and emotional development is more likely to stay in school.

Our mission at Greenbrier Elementary is to become seekers of learning, models of excellence, and builders of character. Greenbrier Elementary continuously examines the needs, safety, and school improvement efforts necessary to make our school an exemplary school. Working together, our Parent Teacher Association (PTA) and School Improvement Council (SIC) along with parents, grandparents, school staff and the community seek to serve the mission of Greenbrier.

The staff at Greenbrier Elementary is truly comprised of knowledgeable, caring, and passionate educators, who focus on a set of instructional practices that create optimum learning experiences by which all students learn. The academic curriculum is both meaningful and appropriately challenging for all students. The school staff identifies and seeks to accommodate the diverse cultures, skills, interests, and learning needs of our students. With ongoing staff development, which includes strategies for differentiating instruction and the use of common formative assessments, teachers strive to meet the learning needs of their students.

Greenbrier makes it a high priority to help students form caring relationships. By learning how to actively Take Time to Be Kind, or TTTBK, through using good manners, doing random acts of kindness, and helping others when they are struggling, students gain an appreciation for others. With support systems in place such as bullying workshops and trainings, students and faculty gain a sense of respect for themselves and others. The emphasis on TTTBK allows Greenbrier students to demonstrate kindness, use careful words, and work through difficulties.

Greenbrier participates in various service learning projects which provide our students with opportunities for moral action. Teachers solicit student input and together they identify areas in our community that need assistance. As a school community, we collected food for local food pantries, collected money for children in Haiti and Japan after the devastating earthquake and tsunami, and raised money for the American Diabetes Foundation and participated in Jump Rope for Heart. Involving our students in such projects demonstrates to our students how to be compassionate and courteous to others. Working together, we are making a difference in our community.

We look forward to opportunities that lie ahead for our students and our school as we continue to strive for excellence. For information about our school, please contact our principal, Mrs. Nicky Andrews, or Mrs. Nichole Colby, our SIC Chairman.